



LANGUAGE ARTS

6

FOR FAMILIES

YOU ARE your child's first teacher. Learn how to support the goals of Oklahoma's academic standards and why they are important for your child. Please be in regular communication with your child's teachers and ask how you can support language arts learning at home. When schools and families work together as partners, it helps your child achieve academic excellence!

SIXTH GRADE

What to expect:

Sixth-graders will read a variety of pieces of writing, including books, plays, biographies, poetry, myths, legends and informational and technology-based content. At this age, students are able to understand how authors support their ideas and are looking at the structures of sentences and paragraphs to determine how they help develop a piece of writing. Sixth-graders can provide evidence like facts, examples and details to support their ideas and opinions and are expanding their vocabulary as they learn new words.

By the end of the school year, your child will:

- Present ideas clearly in spoken presentations and in writing, using appropriate punctuation, capitalization and grammar.
- Understand different writing structures, such as description, compare/contrast, sequential, problem/solution and cause/effect.
- Include important points and details when summarizing a piece of writing.
- Develop longer writing pieces through editing and rewriting to create clear, organized work.
- Describe how setting, plot and message support the author's work.
- Develop essays and reports on a topic, including key details, facts and information.
- Support their point of view on a topic with facts.
- Identify information as useful, correct and verified.

What to do at home:

- Discuss whose point of view the story is told from and how it would change if another character told the story.
- Encourage your child to read multiple pieces of writing on one topic and discuss their similarities and differences.
- Ask questions about what they are reading or watching and ask them to provide examples to support their answers.
- Write a thank-you card by hand to someone who has been kind or helpful to you.
- Discuss interesting words, such as those with many meanings, the same or opposite meanings and those that sound or are spelled alike.



LANGUAGE ARTS

FOR FAMILIES

Fostering Curiosity

Children are naturally curious and want to learn about things that interest them. Since curiosity contributes to success in the classroom, it is important to encourage it at home. Provide opportunities for your child to ask questions, be creative, discover answers and explore the world.

Cultivate your child's curiosity with guiding questions like these:

- What invention would you create to help visually impaired students read books more easily?
- What character in a book or movie makes you laugh the most?
- What if your favorite book got a new character from your favorite movie? Who would join the book and what would happen?

Your child will have plenty of questions. It's okay if you don't have the answer every time. The best response is always, "Let's find out together."

Fostering Communication

Families can play a role in helping their children learn to be good communicators by encouraging them to add new words to their vocabulary, express themselves and be good listeners. As children's communication skills grow, they are able to learn new ideas, get along with others and develop positive relationships and a strong self-image.

Cultivate your child's communication skills with questions like these:

- What goals can you set to help you become a better person?
- What is your favorite part of the year and why?
- How can you make a positive difference for someone today?

Fostering Comprehension

Reading is a building block for success in all school subjects and a critical skill that develops with time and practice. Encourage your child to read for pleasure, and be a good role model by reading things you enjoy. Use the following questions to help sixth-graders understand what they are reading.

BEFORE READING

- Are you keeping a list of books you have already read? Why would it be good to keep a list like that?
- How is this book like another book you have read or a movie you have seen?
- Why did you pick this book?

DURING READING

- As you are reading, what questions do you have for the author?
- How does this book remind you of a book you have already read or something you already know?
- What resources can you use to understand words you aren't familiar with?

AFTER READING

- How did the setting of the story affect the characters and plot?
- What was the theme of the book? What lesson do you think the author wanted the reader to learn?
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MATH

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YOU ARE your child's first teacher. Learn how to support the goals of Oklahoma's academic standards and why they are important for your child. Please be in regular communication with your child's teachers and ask how you can support math learning at home. When schools and families work together as partners, it helps your child achieve academic excellence!

SIXTH GRADE

What to expect:

In sixth grade, the mathematical skills and understanding your child is developing will be key foundations for college and career readiness. These include working with ratios and rates and with the building blocks for algebra, variables and variable expressions.

By the end of the school year, your child will:

- Develop fluency in addition and subtraction of whole numbers and in multiplication and division of fractions, decimals and mixed numbers.
- Make connections between real-world and mathematical problems involving ratios, area and mean, and median, mode and range.
- Take real-world situations and word problems and represent them as expressions, equations and inequalities. For example, "Clara ran 10 miles, which is twice as far as Nina ran. How far did Nina run?" can be represented by $2x = 10$, with x being how far Nina ran.
- Determine the likelihood or probability that events will occur. For example, if you have 12 marbles in a bag and all 12 of them are green, it is certain you will pull a green marble from the bag.

What to do at home:

- Ask your child to look at the same item at the store in two different sizes and determine which size is the best value.
- Pick out four items for sale at a store and ask your child to calculate the mean (average) cost of the four items and how the mean changes if an item is removed.
- Show your child how fast you are driving and ask how long it will take to get home at that rate of speed if you are 20 miles away.
- Calculate how much the temperature has changed over the course of the day.
- Create story problems from real-life situations. For example, at the fair, if it costs \$5 to get in and \$1.50 per ride, how many rides can you have for \$20?



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Cultivate your child's curiosity with guiding questions like these:

- Do you think there are fake numbers? Why or why not?
- What would happen if we didn't have the number zero?
- If you could give one gift to every child in the world, what gift would you give and why?

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- How did the setting of the story affect the characters and plot?
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SCIENCE

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YOU ARE your child's first teacher. Learn how to support the goals of Oklahoma's academic standards and why they are important for your child. Please be in regular communication with your child's teachers and ask how you can support science learning at home. When schools and families work together as partners, it helps your child achieve academic excellence!

SIXTH GRADE

What to expect:

In sixth grade, students will build on ideas and knowledge from earlier grades to learn about the physical sciences, life sciences, earth science and space science. With coaching from teachers, they will use core science ideas and scientific and engineering practices to understand and explain observations in the physical, life, earth and space sciences.

By the end of the school year, your child will:

- Describe changes in the motion of particles of a substance when thermal energy is added or removed.
- Determine the factors that affect the strength of electric and magnetic forces.
- Provide evidence that fields exist between objects exerting forces on each other even though the objects are not in contact.
- Use graphs to describe the relationships of kinetic (in-motion) energy to the mass (amount of matter) of an object and its speed.
- Understand what impacts the kinetic energy of particles.
- Develop a model to describe the function and parts of a cell.
- Understand that the body is a system of interactive subsystems made up of cells.
- Explain the role of photosynthesis in plants and other organisms and their growth.
- Understand how available resources affect organisms.
- Predict patterns of interactions among organisms across multiple ecosystems.
- Develop a model to describe how matter and energy cycle through an ecosystem.
- Describe how water cycles through Earth's systems with energy from the sun and the force of gravity.

What to do at home:

- Ask your child to draw how water particles may be interacting with each other in ice versus in water.
- Discuss why some cups keep drinks hotter or colder than other cups.
- Discuss why the grass might turn brown during drier months and why grass needs to be mowed after it has rained for several days.
- Find a puddle outside, then go back after the sun has come out and ask your child to explain what happened to the puddle.
- Visit a theme park and ride or watch a roller coaster. Discuss why sometimes the roller coaster moves faster and other times more slowly.



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- If you could invent something that would make life easier for people, what would you invent and why?
- What kind of container would keep your coffee the hottest for the longest period of time?
- What would the world's fastest runners look like in slow motion?
- Tell me something about science you don't think I already know.

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SOCIAL STUDIES

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SIXTH GRADE

What to expect:

Students at this age are able to see the world from different perspectives and are interested in new tasks. In sixth-grade social studies, they will explore how spatial patterns (organization and placement of people and objects) form, change over time and relate to one another in the Western Hemisphere (North America, Central America, South America and the Caribbean).

By the end of the school year, your child will:

- Identify, locate and describe major landforms and bodies of water in the Western Hemisphere.
- Analyze the impact of natural disasters on human populations.
- Describe major political and economic systems of the Western Hemisphere.
- Identify countries, major urban centers and regions of the Western Hemisphere.
- Analyze reasons for conflict and cooperation among groups, societies, countries and regions of the Western Hemisphere.
- Describe the characteristics and relative location of major cultural regions of the Western Hemisphere.
- Explain patterns of global economic interdependence and world trade.
- Analyze the impact of geography on population location, growth and change.
- Describe common characteristics of developed and developing countries.
- Summarize the impact of the distribution of major renewable and nonrenewable resources.
- Evaluate the effects of human modification of and adaptation to the natural environment.

What to do at home:

- Plan a trip using a paper map, not GPS.
- Go on virtual field trips to explore places in the Western Hemisphere.
- Discuss a family plan to recycle and conserve energy and water.
- Identify examples of cooperation in your community.
- Develop a family plan to follow in the event of a natural disaster.
- Learn where the goods in your house were made.
- Create a map of the Western Hemisphere.



OKLAHOMA STATE DEPARTMENT OF
EDUCATION
— CHAMPION EXCELLENCE —



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Cultivate your child's curiosity with guiding questions like these:

- Where would you like to travel? How would you get there?
- What makes a good leader?
- If you had a magic wand, what would you create that would make the biggest difference in the world?

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